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ABSTRACT

With so many different approaches to teaching reading, how can a teacher make sense of the best paths available? This book, by describing its author/educator's day-to-day schedule and giving an overview of how the workshop operates over time, provides a flexible framework a teacher can adapt and implement to suit his or her needs. And by bringing his love of literature to bear on his instructional ideas, the book's author/educator shows how a teacher can help students learn to read so they "want" to. The book explains how various practices--literature circles, read alouds, shared reading, and strategy groups--can be incorporated into teaching and how "preplanned engagements" can blend seamlessly with "response-centered" instruction. Suggestions for setting up a classroom library and museum, selecting multicultural literature and cornerstone books, starting the literature study cycle, and creating "shoebox autobiographies," "invested student discussions," and other student projects are accompanied in the book by helpful charts, diagrams, and visuals to help teachers get started and keep students involved. Throughout the book, examples from the author/educator's classroom experiences offer visual testaments to the effectiveness of his workshop approach, even for the most reluctant readers. (Contains 28 professional references.) (NKA)